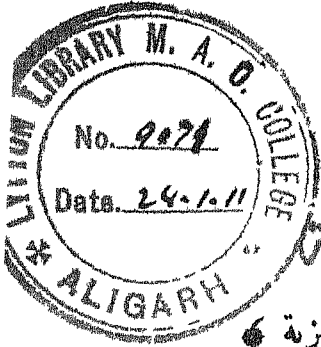


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الجزء الثاني

من

المواهب الصبيرة

في الترجمة والأديان والقواعد الانجليزية

« لطلب شهادة في الآداب والآداب والبيانات »

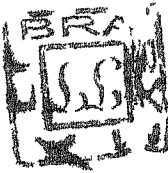
تأليف

مدرسة الحقوق الخزانة

(جميع الحقوق محفوظة للمؤلف)

(١٩٠٨ - ١٣٢٦)

١٩٠٨ - ١٣٢٦



(بالطريقة الشرقية بشارع خيرت بالقاهرة)

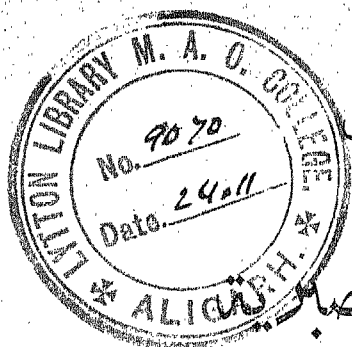
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الجزء الثاني

من

المواهب الصبية

﴿ في الترجمة والأدبيات والقواعد الانجليزية ﴾

« لطلبة شهادتي الدراسة الابتدائية والبكالوريا »

تأليف



بمدرسة الحقوق الخيرية

(جميع الحقوق محفوظة للدواف)

(الثمن ٤ قروش صاغ)

١٩٠٨ - ١٣٢٦

مُطْبَعَةُ مَدِينَةِ الدَّعَاةِ عِندَ الْاَوَّلِ

(بالطرقة الشرقية بشارع خيرت بالقاهرة)

40 The verb should be in the third person singular if the subject of it is a clause or a verb in the infinitive mood; e.g. to drink is necessary; to dedicate our affection, our brain, our speech to Egypt, is our duty. To congratulate the Ottomans and Islam on having a Parliament and to thank the Caliph, Abdul Hamid II, is essential.

THE END

انتهى الجزء الثانى

﴿ من المواهب الصبرية ﴾

المقرر على تلاميذ المدارس الابتدائية والثانوية

والحمد لله في المبدأ والختام



١٢٣٥٢

~~١٢٣٥٢~~

before them and *of* after them; e.g. *the* working of this boy is not as clean as the working of Hikmat.

34 Two negatives in a sentence are not allowed; as, I cannot by no means accept it, *should be*, I can by no means accept it.

35 The distributive pronouns each, every, either and neither, agree with nouns and verbs in the singular number; as, every boy and girl has to learn (his or her) poetry.

36 Do not use double comparatives and superlative; e.g. he is *more cleverer* than his brother. We should omit "*more*".

N.B. It is also improper to use both a noun and a pronoun as the subject to one verb; e.g. Farid he is brave. We should cross out the pronoun.

37 A noun or pronoun used after *than*, or *as* either agrees with the verb or is governed by a verb or preposition understood; e.g. Ali is wiser than I. The professor punished him more than them. I gave him a piastre more than them.

38 The comparative degree and the adjective "*other*" require *than* after them, and *such* requires *as*.

39 When verb *to be* is placed between a singular and plural nominative, it agrees with the one next it; or the one which is more naturally the subject of it; e.g. the wages of sin is death.

25 Verb to be should have the same case after it as it has before it; e.g. He is called Ahmed.

26 Pronouns agree with their nouns in gender, number and person, but not in case.

27 The relative pronoun agrees with its antecedent in gender, number and person.

28 When the relative pronoun is preceded by two antecedents of different persons, it and the verb agree in person with the last; e.g. you are the one that was innocent. It is I who am teaching you.

29 When singular nominatives are separated by "or" or "nor," the verb agrees with the person next it; e.g. either he or I am right in his speech; neither he nor you are faulty.

30 A singular and a plural nominative, separated by "or" or "nor" require a verb in the plural; e.g. neither the general nor the soldiers were saved.

N.B. The plural nominative should be placed next to the verb.

31 Some adverbs and conjunctions have their correspondent conjunctions; e.g. asas, whether or, as.... so; so.... that etc.

32 The past participle is used after verb to have and verb to be to indicate perfect tense and passive voice; e.g. I have learned the lesson which was given to me.

33 Abstract nouns ending in *ing* take the

and pronouns; as, she and I are happy.

17 The verbs *do* is used to express the negative forms; e. g. I do not learn fallacious theories. He did not learn the professor's treatise.

18 One verb governs another in the infinitive mood; e.g. remember not to forget.

19 The sign of the infinitive mood "to" is omitted after certain verbs: feel, dare, make, need, bid, hear, see, let etc.

20 Such verbs as confer, bestow, give, ask, promise, tell, teach, show etc. take two objects; e.g. I gave *him* an *orange*.

21 Objects are of six kinds viz (1) the direct object e.g. She met *Subry Bey* (2) indirect object e.g. I told *him* the truth (3) cognate object: as Ali slept the sleep of idleness (4) retained object: as, medals were given *them* (5) reflexive. e.g. She cut herself (6) adverbial, as, I worked two hours.

22 When one noun qualifies another, it is in the possessive case; e.g. the Sultan's firmans, the boys' books.

23 When two nouns meaning the same thing they are said to be in apposition; as, I saw Wingate Pasha, the Sirdar.

24 When a collective noun means one thing, it requires a singular verb; e.g. the army is disciplined. But if the collective noun means more than one thing, it requires a plural verb; e.g. the jury were divided in their opinions.

whips are stolen not Munir and Muhsin's whips are stolen.

9 When an article is repeated before two nouns or two adjectives, it distinguishes them from each other; e.g. The *Khedive* and the *Ruler* are in Abdeen Palace. But if we say the *Khedive* and *Ruler* is come, we mean but one person. On the contrary the first sentence means two distinct persons i.e. The *Khedive* and *Ruler* (Sirdar).

10 A verb must agree with its nominative in number and person; as, he reads and we listen.

11 Prepositions govern the objective case; as, He put his books *in* the desk.

12 Two or more singular nominatives joined by *and*, require a verb in the plural; e.g. Moustapha and Kassim are famous writers.

13 Two or more singular nominatives separated by "*or*" or "*nor*" require a verb in the singular; as, neither Ali nor Kassim is right in his proposal.

14 Some conjunctions are used in pairs. These are called *correlative conjunctions*: e.g. not only... but also, both ... and, either... or, neither ... nor, whether ... or etc.

15 Conjunctions join the same moods and tenses of verbs: as, go to school and read your lessons.

16 Conjunctions join the same cases of nouns

2 When a noun or a pronoun has no connection with any part of the sentence it is said to be in the *nominative absolute* e. g. The rain having ceased, the sun shone forth.

3 Two or more nominatives joined by *as well as* require the verb to be singular; as, your father *as well as* your brother is patriot.

4 If the subject is singular and is followed by a prepositional phrase the verb must be singular; as, the Khedive with his minister arrives this afternoon.

N.B. When the personal pronoun "*it*" is used as a nominative, it is called the *preparatory subject* e.g. It is interesting to walk.

5 When two or more nouns in the possessive case are in apposition, the apostrophe is put only to the last; but is never added to both; e.g. Ali, the clerk's book, is published.

6 Generally the subject is omitted when the verb is used in the imperative mood; e.g. Love your country.

7 The relative pronoun "*as*", is used after such, same, so much; e.g. This is not the same book as I had.

8 If two nouns in the possessive case connected by and, the apostrophe must be added to both to show separate possession and to the last to denote joint possession e.g. Munir's and Muhsin's

bracket (f) treat the *extensions of the predicate* in a similar way.

4 Give the principal sentence or sentences *capital letters* then after the subordinate clause put small letters a, b, c etc.

5 Then analyse in *Tabular Form*.

SYNTAX.

I observed, when I was كثيرا ما يقع بعض الطلبة في الزلل وتمترضهم عنبات شتى في Primary and Secondary Schools, that a good many سبيل ترجمة الجمل العربية والانجليزية candidates made mistakes in كما لاحظت ذلك أثناء وجودى في their translation of the Arabic المدارس الابتدائية والتجيزية and English sentences. Certain فسهولة الطريق استصوبت ان obstacles stood on their path. اسرد في هذا الباب اهم القواعد. To facilitate the way, I prefer التي اوعر فيها الطالب جيداً لا من to mention in this chapter the. من عثرات الترجمة ونكام صحيحاً.

most important rules in Syntax. No doubt if the candidates knew them thoroughly they would translate perfectly and speak accurately.

SYNTAX treats of the proper arrangement and construction of words in sentences.

RULE 1 A transitive verb governs the objective case; e.g, Mahmoud loves his sons.

(الموسم), myrrh (بخور), mate (مات), monsoon, (موسم), senna, syrup, traiff, tartar.

وغير ذلك من الكلمات العديدة التي تدل على اتساع وتمدن اللغة العربية حيث استعارت أغلب اللغات الأجنبية كلمات كثيرة غير موجودة في لغاتها

(قواعد في التحليل والأعراب)

RULES FOR ANALYSIS AND PARSING

1 Read the sentence, *think* about it and be quite sure you understand what it means.

2 Write down whether it is a simple sentence, a compound a complex or any two of these.

3 To Analyse the sentence (a) write the *subject* on one line (b) then write the *predicate* on another line (c) write the *object* if there is one on a third line.

N.B. If the sentence is a compound one you must treat each *co-ordinate statement* as above.

(I) Subject {
(II) Predicate {
(III) Object {

(d) then bracket, the *subj.*, *pred.* and *obj.* and you have the principal clause. (e) now find the enlargement of the subject and the enlargement of the object and write them in brackets, after the *subj.* and the *obj.* If there is more than one clause or phrase as enlargement put each in a separate

in every year. The Eng. language is not one which can be easily used for making compound words which shall express new ideas. The Greek is, so we get words such as telephone.

SECTION D. *Scandinavian Words* are difficult to detect owing to the close resemblance between the Dialects of the Danes and of the English.

The influence of the Danes may be traced chiefly in Geographical names e. g. towns ending in "By" Dareby; Whitby.

SECTION E. The above are the most important foreign elements in the English language but Eng. has in her history by commerce, by exploration, by war and by other means been brought into contact with many races and in fact is still in contact with them; so that the language contains an evergrowing number of words borrowed from the languages of these people.

The Arabic Words Introduced into the English language.

The Arabs were for many hundred years the strongest power on the Mediterranean Sea. Their Empire once extended from the Pyrenees Mts. down to the Himalayas. The important words are e.g. algebra, alkoran, amber, arsenal, attar (عطر), dragoman, elixir (الاكسير), howdah (الهودج), emir (الامير), magazine, (المخزن), minaret (منارة), mosque

Castra = camp.

2 *Latin of the 2nd. period.*

Was brought in by the Christian Roman missionaries about A. D 600-1000.

The conversion of England to Christianity brought her into commercial relations with Europe and so the words introduced in this period are chiefly connected with religion and commerce for example altar: raised

3 *Latin of the 3rd. period.*

Now the Normans although a Celtic race were a Romanized Celtic race and so their language-Norman French contained a very strong *Latin Element*. They therefore brought in much Latin in a slightly changed form. Latin once removed we may call it.

Several causes prevented Norman French from driving out the old Eng. language, but to it we owe many words especially those connected with hunting and war.

4 *Latin of the IXth period*, came into England chiefly during the XVI and XVII centuries as a result of the Revival of Learning throughout Europe.

SECTION C. *The Greek Element.*

The Greek Element in the Eng. language is important. It was introduced at the same time as Latin of the IV period and fresh words are coming

language. Now we must see what sorts of words we owe to these events in the Eng. history.

SECTION A. *Celtic Words.* These are very few and have been derived not only from the Britons but also from the Normans who were a Celtic race and in quite recent times from Scotland and Ireland. So the Celtic element in the Eng. language consists of (1) Geographical names with which we are not concerned (2) a few words handed down from the Original Britons e.g. darn: to mend holes.

glen : a small valley.

(3) a few more introduced by the Normans e.g. basket, cabin, hog. (4) a few borrowed at a modern date i.e since 1745 from the Scotch and Irish.

SECTION B. The influence of Latin upon the the Eng. language is the most important and we will divide it into four periods.

1 Latin of the first period.

The Romans occupied Britain from A.D 43-410 but they never came into contact with the English who began to arrive in 449. No Latin words came down to Eng. through the Britons but we trace the effect of the Roman occupation in several names of places for examples Chester, Doncaster and many places with similar endings which are only an altered form of the Latin or Roman

it from the language of the tribes which lived in the interior and which is called *High-German*.

The English were *heathens* but in the year A.D 597 Roman missionaries came to convert them to Christianity and Latin again became one of the languages spoken in the *Island*.

From 800-1050 A.D. England was invaded by the *Danes* or *Northmen*. They, like the English, were a Teutonic people but their language was neither *High* nor *Low* German—they spoke the Scandinavian dialect.

In 1066 Eng. was conquered by the *Normans* and with them came a *French* element into the Eng. Language.

II Short Historical Sketch

Neither the *Danes* nor the *Normans* drove out the English as the *English* had the *Britons* but they intermarried and at length became one nation.

In 1453 Constantinople was captured by the Turks. This was important because Constantinople was full of great scholars: these spread all over Europe and some came to England. Thereby helping on the movement known as the Renaissance or the Revival of Learning i.e. *Latin & Greek*.

Chapter II

We have noticed the leading events in the history of England which influenced the Eng.

﴿ في ادبيات اللغة الانجليزية ﴾

ENGLISH LITERATURE

Chapter I

1 Short Historical Sketch.

Englishmen, strictly speaking, are not *Britons* they sometimes call themselves Britons because they live in the country which is still called Britain. The *Britains* were the original inhabitants of the Island, a *Celtic* race which spoke a Celtic language.

From the year A. D 43—410 the Roman legions occupied Britain but the natives were left very much to themselves. The Romans having withdrawn, in the year 449 came *Jutes* and settled in Britain.

Jutes were followed by *Angles* and by *Saxons* and these three tribes formed the beginning of the English people.

The Celtic race was driven into the W. of the Island (i.e the part which was not destroyed) and so Britain became England.

The English were a *Teutonic* or *German* race and came from Schleswig-Holstein a lowlying country N. of the mouth of the R. Elbe. Hence their language is called *Low German* to distinguish

Bees hum	النحل يدوى
Birds warble	المصافير تغرد
Canaries sing	عصافير (الكنارية) تغرد
Cats mew	القطط تموه
Cocks crow	الديوك تصيح
Cows low	البقر يحخور
Crows caw	الغربان تنق
Dogs bark	الكلاب تلبج
Ducks quack	البط يبح
Flies buzz	الذباب يطن
Frogs croak	الضفادع تنعق
Geese cackle	الاوز يقوق
Hens cluck	الفراخ تقوق
Horses neigh	الحيتاد (الحيل) تصهل
Lions roar	السباع ترأر
Man sings	الرجل يغنى
Mice squeak	الجردان (الغيران) تعىء
Monkeys chatter	القروء تضحك
Nestlings chirp	المصافير تسقسق
Owls hoot	البوم يهوب
Parrots utter	الببغاء يتكلم
Pigeons coo	الحمام يهدر
Pigs grunt	الخنائير تقمع
Sheep bleat	الغنم تنفء
Sparrows twitter	المصافير (الدورية) تغرد
Snakes hiss	الحيات تصفر
Turkeys gobble	الديوك الرومي ترغأ
Wolves howl	الذئاب تعوى

- 109 This man *provides for* two families.
هذا الرجل يعيل عائلتين
- 110 The wise *provide against* accidents.
يستعد العقلاء للحوادث
- 111 He is *qualified for* a teacher.
انه كفء ليكون استاذاً
- 112 Do not *quarrel with* the passers-by.
لا تتشاجر مع المارة
- 113 He is *quick at* Geography.
انه سريع الاجابة في الجغرافيا
- 114 Are you *ready for* departure.
هل أنت متأهب للرحيل
- 115 I have a *relation with* Ahmed.
لى علاقة بأحمد
- 116 I will *rely on* your promise.
سأعتمد على وعدك
- 117 He will *remind you of* it.
سيذكرك بها
- 118 Ministers are *responsible for* parliament.
الوزراء مسؤولون أمام البرلمان
- 119 I am *satisfied with* your opinions.
إني مقتنع بأفكارك
- 120 She *sympathises with* him.
انها ترقله

CRIES OF ANIMALS في اصوات الحيوانات

Asses bray

الجير تنق

- 96 Your carriage is *liable to danger*.
عربتك معرضة للخطر
- 97 Do you *meditate upon* that point?
هل تفكر في هذه النقطة
- 98 Do not *menace me with* punishment.
لا تتوعدنى بالعقاب
- 99 This beggar is in *need of* food.
هذا الشحاذ في حاجة للطعام
- 100 Be *obedient* to the orders. كن مطيعاً للأوامر
- 101 She is *occupied with* reading. إنها مشغولة بالمطالعة
- 102 He *parted from* her company.
انفصل عن صحبتها
- 103 I wish to *partake of* refreshment.
أريد أن أتناول شيئاً من المرطبات
- 104 *Persevere in* your attempt. ثابر على مشروعك
- 105 I have never seen a lady *playing on* the piano so well as our neighbour.
لم أنظر امرأة في حياتي تضرب على البيانو مثل جارتنا
- 106 Fatinah is *polite in* her manners. فاطمة مؤدبة
- 107 Zeinab is *polite to* her friends.
زينب طريفة مع صديقاتها
- 108 He prefers poverty to a miserable rich life.
هو يفضل الفقر عن حياة الغنى الميسسة

84 I am *full of* joy for my friend has accomplished his Law study in Lyons University.

إني فرح لتتميم صديقي علومه الحقوقية في جامعة ليون

85 That watch is *good for* nothing.

هذه الساعة لا تصالح لشيء

86 He is *good at* Arithmetic. انه ماهر في الحساب

87 The Omdah of their circumscription is *guilty of* a crime.

عمدة بلدتهم مرتكب جريمة

88 I *hindered him* from going to Sudan.

أعقته عن الذهاب الى السودان

89 The Government *inflicts* a severe punishment *on* criminals.

توقع الحكومة عقابا صارما على المجرمين

90 She has an influence over her ignorant husband.

لها سيطرة على زوجها الجاهل

91 I *informed* you of the matter.

لقد أحطك علما بالمسئلة

92 Do not *inform against* her.

لا تغتابها

93 His neighbour is *intoxicated with* spirits.

جاره سكران من المشروبات الروحية

94 *Introduce* your visitors *into* the parlour.

ادخل زوارك في غرفة الاستقبال

95 This gentleman who usurps the title of Bey is *involved in* debt.

هذا الشاب المغتصب لقب البكوية قد ركبته الديون

71 They *deprived* him of his civil rights.

حرروه من حقوقه المدنية

72 His pocket is *destituted of* money.

جيبه خال من النقود

73 This rumour is *devoid of* truth.

هذه اشاعة عارية عن الصحة

74 He *died of* consumption.

مات من السل

75 The criminal *died by* hanging.

مات المجرم شنقاً

76 I am *disgusted with* your acts.

إني متغيظ من اجراءاتك

77 The Government *dispensed with* his service.

استغنت الحكومة عن خدمته

78 The Tzar *disposes of* his subjects as he likes.

يتصرف القيصر في رعيته كيف شاء

79 Do not *dispute with* your wives.

لا تتشاحنوا مع زوجاتكم

80 He is *eager for* distinction.

انه متلهف على رفعة شأنه

81 They *exposed* themselves to fierce animals.

عرضوا انفسهم للحيوانات المفترسة

82 The Japanese *feed on* rice.

يقتات اليابانيون من الارز

83 This is not *founded upon* a fact.

هذا غير مؤسس على الحقيقة

59 Munir Bey used to *correspond with* his father twice a week. اعتاد منير بك ان يرسل والده مرتين في الاسبوع.

60 This letter *corresponds to* that.

هذا الخطاب يضايف ذلك .

61 These pills *cured the* patient of his disease.

هذه الحبوب شفت المريض من مرضه

62 Do not *deal with* him. اجتنب معاملتك اياه

63 This merchant *deals in* cotton.

يتجر هذا التاجر في القطن

64 The court *decided upon* the case.

فصلت المحكمة في الامر

65 He is *defective in* hearing. هو قليل السمع

66 This proud boy is *deficient in* learning.

هذا الولد المتكبر ناقص العلم

67 I shall *deliverate upon* this matter.

سأداول في هذا الامر

68 His sister is delighted in study.

اخته مغرمة بالمطالعة

69 He *demandd £E 10 of* me as a subscription to the Egyptian University.

طلب مني عشرة جنيهات اشتراكا في الجامعة المصرية

70 This *depends upon* your success.

هذا يتوقف على نجاحك

- 48 *Complaint about a breach of Law.*
شكوى عن مخالفة القانون
- 49 *Complaint against the Water Company.*
شكوى ضد شركة المياه
- 50 *The Doctor complied with my request.*
أجاب الطبيب طلبي
- 51 *Etymology is composed of many principles*
يتروك علم الاشتقاق من قواعد عديدة
- 52 *He is condemned to the gallows.*
حكم عليه بالشنق
- 53 *This provision is conformed to the Maritime Law.*
هذه المادة تنطبق على القانون البحري
- 54 *I congratulated Effaat Hanem on her birth.*
هنئت عفت هانم على ولادتها
- 55 *He is contented with your plea.*
انه مقتنع باعتذارك
- 56 *This is contrary to discipline.*
هذا مخالف للنظام
- 57 *H.H Youssef Kamal Pasha contributed to the funds for the construction of the Higher Schools' Club.*
تبرع دولة الامير يوسف كمال باشا بالمال لبناء ناد للمدارس العليا
- 58 *The judge convicted him of a crime.*
اثبت عليه القاضي الجريمة

- 36 I am *bound for* Constantinople.
إني قاصد دار الخلافة العظمى
- 37 H. I. M. Abdul Hamid, the Commander of faithfulness, is *capable of* improving his navy.
جلالة مولانا الساطان عبد الحميد أمير المؤمنين قادر على إصلاح بحريته
- 38 He has the *capacity for* medicine.
لها استعداد للطب
- 39 The Bosphorus is *celebrated for* its beauty of nature.
ان البوسفور مشهور بجمال الطبيعة
- 40 I am *certain of* Egypt's independence.
أني لحقق باستقلال مصر
- 41 She *cheated* him of her false smiles.
إنها غرته بابتساماتها الكاذبة
- 42 The soldier *Communicated with* their General on these difficulties.
خاير الجنود قائدهم عن هذه المصاعب
- 43 *Compare* eloquence with learning.
قارن بين الفصاحة والعلم
- 44 The Government has *compensated* him for his loss
عوضت عليه الحكومة خسارته
- 45 You should *compete with* your colleagues.
يلزمك أن تنافس زملائك
- 46 He is *competent for* his post.
انه كفء لوظيفته
- 47 The Russians *compluin* of injustice to the Duma.
يشكو أهل روسيا من الظلم إلى مجاس الدوما (الانواب)

24 The request is *applied to* the Minister of Education.

قدم الالتماس لوزير المعارف

25 The clerk *applied for* a service.

طلب الكاتب وظيفة

26 He is *appointed* to this situation.

انه عين في هذه الوظيفة

27 We are waiting the *approval of* the Municipality.

اننا منتظرون مصادقة المجلس البلدي

28 Be ashamed of your misconduct.

لتخجل من سوء سلوكك

29 I am *astonished at* her sincerity.

اني مندهش لاخلاصها

30 My dear sons *attend to* the following recommendations .

لتصغوا يا ابنائى الاعزاء الى النصائح الآتية .

31 *Attend to* your school.

وانظروا على مدرستكم

32 Be *aware of* your environment.

كونوا عالمين بما يحيطكم

33 Never believe in a woman's sincerity.

لا تعتقد فى اخلاص امرأة

34 Our leader is *beset with* difficulties.

أربكت قائدتنا المصاعب

35 The prince *bestows* silver medals on his soldiers.

أنعم الامير بمداليات فضيه على جنوده

- 11 Do not be *afraid of* punishment.
لا يرهبك العقاب
- 12 I *agree with* you.
انى متفق معك
- 13 The king *agreed to* your proposal.
وافق الملك على اقتراحك
- 14 The boy was *alarmed at* thunder.
انزعج الولد من الرعد
- 15 Great Britain *is allied with* France.
تحالفت بريطانيا العظمى مع فرنسا
- 16 The teacher *alluded to* this defect.
أشار المعلم الى هذا النقص
- 17 I am *angry with* her.
انى غضبان منها
- 18 I am *angry at* summer.
إنى ساخط على الصيف
- 19 She is *amazed at* her husband's death.
ذهلت من وفاة زوجها
- 20 Do not annoy dumb animals.
لا تكدر الحيوانات المجمى
- 21 He was *annoyed at* her ingratitude.
انه تضايق من اجحادها بجميله
- 22 The son is *anxious for* success.
الولد مشتاق للنجاح
- 23 Having anæmia, she has no *appetite for* food.
لفقر دمها فقدت شهية الطعام

﴿ حروف الجر المستعملة بعد أفعال وكلمات مخصوصة ﴾

**PREPOSITIONS USED AFTER CERTAIN
VERBS AND WORDS.**

- 1 The Sultan *acceded* to the throne.
جلس السلطان على سرير الملك
- 2 H. H. the Khedive is *accompanied* by the
President of France تصاحب سمو الخديوي برئيس جمهورية فرنسا
- 3 *According to the* law of supply and demand.
بناء على قانون العرض والطلب
- 4 She is *accused* of adultery. اتهمت بارتكاب الزنا
- 5 They are *accustomed* to riding.
أنهم معتودون على الركوب
- 6 He is *acquainted* with the judge. له معرفة بالقاضي
- 7 She is *acquainted* with the French Language.
لها دراية باللغة الفرنسية
- 8 Your uncle *is addicted* to gambling.
عمك منكب على الميسر (القمار)
- 9 The Law College is *adjacent* to Abdeen
Palace. أن مدرسة الحقوق الخديوية تلي سراي عابدين
- 10 She has an *affection* for him. أنها تودده

the whole	على العموم
er than	ما عدا
able in advance	الدفع سلفا — مقدما
icularly; specially	خصوصا
ak on; Speak about	يتكلم على — يصف
ak against	يذم — يشى
ak for	يتكلم بأذلة
ak of	يتحدث عن
ak out	يدين
ak up	يتكلم بصوت مرتفع
ak through the telephone	يتكلم بواسطة التليفون
ak to	يكلم — يعظ
as to; So that	لكي — حتى يتيسر — ليتسنى
Strictly speaking	في الحقيقة والواقع
Set with diamonds	مصرع بالماس
Set off	يسافر — يسافر
Shortly	بمدد وقت قصير
Sneak out	ينسحب
The army of Greece sneaked out of the battle-field.	انسحب الجيش اليوناني بنظام (خفه) من ميدان الوغي (الحرب)
To the purpose	في وقته
Therefore	لذلك
Unless	مالم
Upside down	مقلوبا — مكموسا
Whatever	مهما
Whenever	كلما
With reference to	بتخصوص
Without ceremony	بدون احتفال — بغير تكليف

For the present	فيما — الوقت الحاضر
For the time being	في ذلك — مثلاً
For instance	الأمثلة — من عدم وجود
For example	في الآن فصاعداً
For want of	نكس الرأس —
Henceforth	نقط خبط عشواء
Headlong	في المسل - الزواج -
Hits at random	جارية - ل -
Honey-moon	شبه - مستحيل
In compliance with	تمام غير وقته - سابق أوانه
In vain; Absurd	بالحال - في الحال
Ill timed	علاوة على
Immediately; Directly	وبمباراة أخرى
In addition to	غالباً - من المحتمل
In other words	نيابة عن - لاجل
In all probability	عند الزوم
In behalf of	وفي الختام
In case of need	بالمكس
In conclusion	من سائر الوجوه - من كل نصيب
Inversely; Vice versa	بقصد - بفرض
Otherwise; On the contrary	السيد فلان
In all respects	يشترط ان
In point of view	والا
Mr. So-and-so	بسبب - بمناسبة
On condition that; provided that	على الفور على الاثر
Or else	بالفرض
On the ground of	
On the spot	
On the supposition	

✓

At last	خيراً — وفي النهاية
Finally	
After all	
As well as	مثل - شبه
Before-hand	مقدماً — سلفاً
By accident	اتفاقاً - بالصدف
By chance	
By means of	بواسطة
Before; prior to	قبل
Conformably to	بناءً على
Current month; present month	الشهر الجارى

(ملحوظة) كثيراً ما تستعمل لفظنا "Proximo", "Ultimo" لتدل الاولى على الزمن الماضى والثانية على المستقبل نحو : —

I met my friend in the ultimo.	قابلت صديقى فى الشهر الماضى.
He comes in the proximo.	هو يحضر فى الشهر المقبل
Care of	رقعة — صحبة
Close by	بجوار — لى
Despite	
Inspite of	رغمًا عن
Notwithstanding	
Ever since	من ذلك الحين — منذ
Every now and then	احياناً
Occasionally	
Ever so little	مهماً كان قليلاً
Everywhere	فى كل مكان
For all that	ممن ان — ومع ذلك
For-ever	الى الابد — سرمدياً

﴿ في العبارات الكثيرة الاستعمال في الانشاء والمحادثات ﴾

EXPRESSIONS USED ALWAYS IN
COMPOSITION AND CONVERSATIONS.

Above all	بالاخص — لاسيما
Above cited	
Above mentioned	المذكور اعلاه
Aforesaid	
Above measure	لاحد له
Any longer; any more	زيادة على ذلك
Accordingly	وعلى ذلك بناء على ذلك
According to	طبقاً لـ — بموجب
Agreeably to	وفقاً لـ —
At random	حينما اتفق — خبط عشواء
Appended	
Enclosed	من طيه
Herewith	
As far as	الغاية
At all events	مهما كان — على كل حال
At sight	في مبدأ رؤيته
A good deal	جانب عظيم — كمية وافرة
A great deal	مقدار عظيم
At least	على الاقل
At any rate	
In any case	على أي حال
Any how	
As soon as	حالما

﴿ الطريق الموصلة للنجاة صحيحا ﴾

THE WAYS OF HELPING TO SPELL CORRECTLY

In order to spell accurately, the learner must train his eye, and to train the eye perpetual reproduction of words, is necessary.

The only ways in which words can be reproduced are by Copying and by Dictation.

The former requires the very smallest effort of attention and it is quite possible for a learner to copy correctly and yet to spell wrongly when he comes to write something of his own composition.

But when the learner has to write Dictation, his powers of memory and of accurate reproduction are called upon; and the effort of attention is much more vigorous.

الكلمات الصعبة

Difficult Words

accurate	متقن	effort	اجتهاد — سعي
perpetual	مستمر	attention	انتباه
reproduction	تجديد	vigorous	فشيظ — شديد

- ١٢ Tit for tat. هذه بتلك والباديء اظلم
- ١٣ A bird in the hand is worth two in the bush. عصفور في يد خير من اثنين على شجرة
- ١٤ No darkness like ignorance. لا ظلام كالجهل
- ١٥ A tree is known by its fruit. الشجرة تعرف بثمرها
- ١٦ Be slow to promise but quick to perform. كن بطيء الوعد سريع التنفيذ
- ١٧ Idleness is the key of beggary. الكسل مفتاح الفقر
- ١٨ A man is the architect of his own fortunes. بقدر الكد تكتسب المعالي
- ١٩ No gains without pains. لا تحبى الشهادة دون ابر النحل
- ٢٠ Still waters run deep. لا يفرك الهادى ان تحت المرعى حية تسمى
- ٢١ Adversity tries friends. عند الشدائد تعرف الاخوان
- ٢٢ Advice is ever in want. لا خاب من استخار ولا ندم من استشار
- ٢٣ By others' faults wisemen learn. العاقل من اعتبر بغيره
- ٢٤ As you sow so you shall reap. الجزاء من جنس العمل
- ٢٥ The earth produces nothing worse than an ungrateful man. ليس اثقل على الارض من ناكر الجليل

﴿ في الامثال الكثيرة الاستعمال ﴾

FAMILIAR PROVERBS

- 1 Patience is bitter but bears sweet fruit.
أول الصبر علقم وآخره بلسم
- 2 Judge not all men at first sight.
لا تحكم بالظواهر
- 3 Poor and content is rich.
الفقر مع القناعة هو تمام الغناء
- 4 Quick thoughts are slippery thoughts.
في العجلة الندامة .
- 5 Live not to eat but eat to live.
العاقل يأكل يعيش والجاهل يعيش ليأكل
- 6 A man is known by his companions.
المرء يعرف بقرنائه
- 7 Novelty gives pleasure.
لكل جديد لذة
- 8 Rome was not built in a day.
لم تخلق الدنيا في يوم
- 9 Like father like son.
الوالد مرآة ولده — ينشأ النقي على ما عوده أبوه
- 10 At Rome do what the Romans do.
دارهم مادمت في دارهم وأرضهم مادمت في أرضهم
- 11 Acts speak louder than words.
صعيرة المرء تظهرها فعاله

nately, weighing one against the other as you go along. In both cases you will give the "summing-up" and verdict in the concluding paragraph of the essay. The verdict may be an open one if you like.

9 *The Conclusion.* No part of an essay usually requires more care than the third or final part. It must not consist of more than one paragraph, and it may consist of only a single sentence. *But upon it depends the final impression you leave upon the reader.*

A golden counsel is *Respice finem.* Have your conclusion in mind from the moment when you begin to write.

(الكلمات الصعبة في القواعد المتقدمة)

Difficult Words in the above-mentioned rules.

dispassionately	بروية	mentally	عقليا
dictum	مقالة	to jot down	يدون
Argument	مناقشة - مباحثة	review	مراجعة
discussion		relevant	موافق
exhausting	مفرغ	adequate	كاف - مساو
theme	موضوع	debateable	افكار شتى
way of proceeding	طرق التصرف	verdict	فتوى حكم
Niebuhr	اسم عالم الماني	Respice finem	براعة المقطع - الختام -

This is the part that requires preparation.

Never write on a subject until you have adequate knowledge. If possible, read on the subject and *think for yourself*.

6 *Do not begin to write until your ideas are clear.*

"He who writes an essay," says Niebuhr, "let him say what he will, makes pretension to teach."

7 *Selection.* After the preparation of thinking and reading, and before the actual writing comes the processes of *selection and arrangement*.

These may be done mentally, but it will be an advantage to jot down on paper rough notes of your material, and to place in some sort of numerical order the points you propose to bring out in your argument. As you review your material ask of each point in turn, is it relevant? Is it important?

8 *Arrangement.* Having decided on the points you wish to bring forward in your essay, in what order are you to take them?

(a) There ought to be *a regular sequence of ideas*, not a hopping backwards and forwards. (b) *Remember to take one point at a time* (c) Never lose sight of the central thought of the essay. (d) *If the subject is a debateable one* e.g. "The use and abuse of athletic sports"—there are *two ways of proceeding*. You can either give all the pros. and then all the cons., or you can give the pros. and cons.. Alter-

﴿ كيف تكتب موضوعا انشائيا ﴾

HOW TO WRITE AN ESSAY

1 The first essential is that the essay should be *on the subject that is set*, and not on something else. Be sure, at starting, that you have a clear and definite idea what the subject is.

2 *If the subject is a quotation, do not hastily assume that it contains a true statement.*

Examine it dispassionately before you begin to write. If the dictum is obscure, explain it before you discuss its truth.

3 An essay has naturally *three parts—beginning, middle and end.*

The second is the main part of the essay; the first and third parts should as a rule, be quite short.

4 As to the beginning, avoid two common mistakes. Take care (a) not to make the only important statement of your essay, nor to set out your only important argument in the first sentence (b) not to begin too far away from the main subject.

Your beginning then, must be brief, interesting and without covering or exhausting the theme, must have close relation to it.

5 *The middle is the most important part.*

He says that he was here. يقول انه كان هنا

She says that she would be here. قالت انها ستكون هنا

They said that they would be here. قالوا انهم سيكونون هنا

2 *Purpose Clauses.*

e.g. I came that I might see her. حيث لأراها

I come that I may see her. احي لأراها

3 *Consequent Clauses.*

e. g. He works so hard that he always wins the prize. يشتغل بجهد فيكتسب دائما الجائزة

He worked so hard that he won the prize. اشتغل بجهد حتى اكتسب الجائزة

4 *Conditional Clauses.*

e.g. I shall be glad if you will come. افرح اذا آتيت

If you had come I should have been glad. لو كنت آتيت لفرحت

5 *Time Clauses*

I shall come when I have accomplished my duty.

سأحضر لما اكمل واجبي

The teacher will give his pupil a golden watch while he comes سيعطي الأستاذ لتلميذه ساعة ذهبية عند حضوره



circumstance in the past, it is expressed by using the past perfect e. g. When I went home, I found that the servant had stolen my books.

I had gone when he came. كنت ذهبت لما جاء

The Progressive Form.

When the present tense refers to something habitual, the simple present is used e. g. He goes to school every day. هو يذهب إلى المدرسة يومياً

He works at the factory. هو يشتغل في المعمل

She plays foot-ball well. انها تلعب الكرة جيداً

A father loves his children. يحب الوالد أولاده

Were you playing in the garden when it was lightening? هل كنت تلعب في الحديقة لما كانت تبردق

The past progressive is used somewhat like the Arabic in translation.

Lesson 26 الدرس السادس والعشرون

SEQUENCE OF TENSES

1 Object clauses. e. g. He said that he was here. قال انه كان هنا

He says that he is here. يقول انه هنا

He said that he had been here. قال انه قد كان هنا

ture which produce the
volcano and earthquake.

Lesson 27 الدرس الخامس والعشرون

(في استعمال الأزمنة)

Use of Tenses.

The simple past tense is used to show that the action took place in some time past.

The present tense is used to show that the action takes place at the present time.

The future tense is used to show that the action will take place at some time in the future.

The present perfect tense is used to show:-

1 that the action has just been completed e. g.
I have finished the work. انجزت عملي

2 that the action has just been completed +
adverbial of present time e. g. I have visited
Muhsin Bey today . زرت محسن بك اليوم

3 past action without mention of time e. g.
I have been to Rome. كنت في رومه

Have you seen the Khedive ? هل نظرت سمو الخديوى

The use of the past perfect tense.

If a circumstance takes place before another

No one can tell how many homes are made desolate or calculate how much anxiety, wretchedness and crime are caused by it, for it lowers the character of its victims and renders them insensible to the most ordinary call of duty.

للارواح الخراب للدور لانه يجرب دوراً لا تحصى ويجر غماً وهماً على الناس وشقاء وجرائم لا حصر لها علي من ينكب عليه لانه يحط يخلق من يبطئ به حتى يصيره لا يفقه ماله وما عليه حتى نحو واجبه العادي .

Lesson 24 الدرس الرابع والعشرون

We have seen that the lower we descend into the earth the greater is the increase of heat.

What, therefore, must be the temperature of the centre of the earth, which is so many thousands of miles from its surface?

The belief that there are underlying the crust of the earth vast seas of molten fire makes it easier to understand these great movements of na-

اتضح لنا انه كلما نزل متعمقين في الارض تزداد الحرارة وعلى ذلك فماذا تكون درجة حرارة مركزها الذي يبعد عن سطحها بآلاف عديدة من الاميال لاشك ان الاعتقاد بوجود بحار عظيمة من النار تحت طبقة الارض يمدد لفهم الحركات الطبيعية العظيمة التي تولد البركان والزلازل

provision to last for some time; so he sent secret merchants whom he ordered to enter the city.

When Alexander left the city he supplied the merchants with money and some goods. After the merchants sold what they had, they bought nearly all the food which was stored in the city.

On hearing this, Alexander ordered them to break out fire into the food and to leave the city at once and he conquered the city in a few days and occupied it.

فدس تجارا متكررين وأمرهم
بدخول المدينة

ورحل عنهم وأمدهم بمال
ومتاع فباعوا مامعهم وابتاعوا
الميرة فلما اكثروا كتب لهم ان
احرقوا ما عندهم من الميرة
وامرؤوا ففعلوا .

فزحف الى المدينة فحاصرها
اياماً يسيرة فأخذها .

Lesson 23 الدرس الثالث والعشرون

All the horrors related of the dragon of old even if they were true, are not for a moment to be compared with the miseries inflicted by the devouring monster intemperance.

جميع الاهوال التي تحكي عن
عنقاء قديم الزمان وان صحت
لا تقارن البتة بالبوؤس والشقاء
الذي تجره جائحة الادمان على
السكر القتال للنفوس المهلكة .

Lesson 21 الدرس الحادى والعشرون

Professor Ray said, "Sleeping sickness arose in the Congo State and had scarcely any effect on the inhabitants, but when it spread to Uganda it became a deadly plague.

More than 100,000 have died from it in recent years. Up till now no remedy for it has been discovered and it is not known that anyone who has been attacked by it, has been cured. Its symptoms are a distinct change of the features, intermitted fever and head-ache."

قال الاستاذ — راي — ان مرض النوم نشأ في بلاد الكونغو فلم يكد يؤثر في الاهالى فلما انتقل الى اوغاندا بات وباء قنالا وقد مات به اكثر من مائة الف نفس في السنوات الاخيرة ولم يكتشف له علاج شاف حتي الآن ولا صرف ان أحدا من الذين أصيبوا به شفى منه اما اعراضه فهي تغير السحنة تغييراً واضحاً وتعاقب الحمى وألم الرأس

Lesson 22 الدرس الثانى والعشرون

Once Alexander went to besiege a fortified town and was told that the inhabitants had provided themselves with sufficient

نزل الاسكندر مرة على مدينة حصينة فاخبران عند اهالها من الميرة (اوثونة) قدر كفايتهم

accused him of killing the patient intentionally. But their ideas have undergone a great change and now they prescribe the ventilation of houses in nearly all diseases and consider it the greatest factor in their treatment and cure

ويعدونه العامل الأكبر في معالجاتها
والشفاء منها

Lesson 20 الدرس العشرون

Buried in profound historical studies, Mr. Clarkson spent his days in rooms lined and packed from floor to ceiling with old books and appeared to live only in remote ages with a complete disregard of the present.

Nevertheless he was a good old fellow who made himself liked by his servants and dependents, but his face habitually wore a sad and preoccupied expression.

لدرس العالم التاريخية العظيمة
صرف المستر كلاركسون سائر
أيامه في غرف ملاءي بكتب قديمة
كانه وجد في العصور المتقدمة
حتى لم يراهتما للعصور الحاضرة
ومع ذلك فانه كان انسانا وقورا
عظيما جذب قلوب خادمية والقريب
والبعيد لمحبه وكانت تلوح على
وجهه علامات الكابه والتفكر
الدائمى .

their travels, and upon their ears to carry away what they heard of their languages. But the hand and the ear often make mistakes, as is well known. When photography was invented and the kodak was made which the traveller carries with him and by which he takes pictures of any one he pleases instantaneously exact pictures began to be carried away.

في نقل ما يسمعون من افهامهم ولكن اليد والأذن تخطفان كثيراً كما لا يخفى فلما اكتشف التصوير الشمسي (الكوداك) الذي يحمله السائح ويصور به كل من شاء من الناس في لحظة من الزمان صارت الصور تنقل منطبقة على الحقيقة.

Lesson 19 الدرس التاسع عشر

A short time ago doctors paid no attention to the ventilation of houses in the treatment of diseases and they used to think any doctor stupid who prescribed for a consumptive patient the opening of ventilators and window and they

كان الأطباء منذ عهد قريب لا يفتدون بتهوية المنازل في علاج الادواء بل كانوا يعمقون كل طبيب يصف لمسلول فتح الطاقات والشبابيك ويتهمون به بقتله عمداً ولكن اراءهم تغيرت تغيراً عظيماً بعد ذلك فصاروا يصفون تهوية المنازل في جميع الامراض تقريباً

to his great surprise, he found that the man had eaten the lentils.

This process was repeated ten times. "What was your destination ? asked the hermit at length.

The man replied, "I am going to Ardon." "Why"? asked the hermit. "I was told that a skilful doctor lives there and I am going to ask him to cure my stomach as I have no appetite for food," replied the man. "I want to make a request which is that when you cure your stomach you will not call on me again when you return," said the hermit.

بلغنى ان بها طبيباً حاذقاً لعلنى أسأله
عما يصلح معدتى فانى قليل الشهية
فى الطعام فقال له الناسك انى الى
الك حاجة قال وما هي قال اذا
ذهبت واصلحت معدتك فلا
تجمل رجوعك على.

Lesson 18 الدرس الثامن عشر

Travellers used to rely upon their hands in drawing pictures of the people whom they saw in

كان السائح يعتمدون على ايديهم
فى تصوير اشكال الناس الذين
يشاهدونهم فى سياحاتهم وعلى آذانهم

and whenever it sees any animal it preys upon it whether it is hungry or not .

It is very fierce and can never be tamed. It is proud and vain. When it is not hungry nor when it has had plenty to eat, "it sleeps for days if it wakes up hungry it growls aloud; then the animals near it know that it wishes to hunt.

عن أي حيوان بل يتفرس لكل
حيوان في جوعه وشبعه

خقه في غاية الضيق لا يستأنس
النية وعنده كبر وعجب بنفسه إذا
شبع نام أياما فإذا انتبه جائعا خر
خوارا شديدا فيعرف ما حوله
من الحيوان أنه يريد الصيد

Lesson 17 الدرس السابع عشر

When a man lodged with a hermit, the latter offered him four loaves and went away to fetch some lentils also for him. No sooner had the hermit gone than the man ate the loaves.

The hermit was obliged to go again and get other loaves, but on returning

نزل رجل بصومعة ناسك فقدم
إليه الناسك أربعة أرغفة وذهب
ليجوز إليه العدس فحمله وجاء
فوجده قد أكل الخبز فذهب
فألقى الخبز فوجده قد أكل العدس
فقال ذلك معه عشر مرات فسأله
الناسك أين مقعده فقال إلى —
الأردون — فقال ولماذا قال لأنه

skin arise from a want of
cleanliness.

من عدم النظافة

Lesson 15 الدرس الخامس عشر

No matter how small
or how large a seed may
be inside its snug cover-
ing lies a little plant
asleep.

بقطع انظر سواء كانت البذرة
صغيرة أو كبيرة فإنه يوجد بداخل
غطائها نبات صغير في سبات

When it falls into good
ground and water, heat
and light come to it, the
seed will sprout.

ولما تسقط في ارض حسنة
التربة ذات ماء وافر وحرارة
كافية غير محجوب عنها النور فان
البذرة تنبت

The little plant that
was asleep inside the seed
grows into root, stem,
branches and leaves.

فينمو النبات الصغير الذي كان
في سبات الى جذر فساق ثم الى
اغصان فأوراق.

Lesson 16 الدرس السادس عشر

The tiger is a kind of
wild beast which is like
the lion, but smaller.

التمر ضرب من السباع فيه شبه
الأسد إلا أنه اصغر منه

Its skin is beautifully
coloured. It fears no one

جلده ذو ألوان حسنة .
لا يروعه سطوة أحد ولا ينصرف

know the place of a fire by their wonderfully strong scent and guide the police to the place before the smoke comes out.

One of these dogs led the firemen to five fires before the smoke came out and so many lives and property were saved.

الغريبة فتتذرك البوليس بالخطر قبل امتداد الاله

وينها كلب اهتدى الى خمس
يران قبل تصاعد الدخان منها
واهتدى رجال الحريق اليها
بواسطته فسلمت بذلك الارواح
والاموال من النار .

Lesson 14 الدرس الرابع عشر

We are always perspiring more or less, even during the coldest day of winter and so the skin becomes covered with moisture.

If this is allowed to remain it becomes mixed with dust and soon forms into a crust of dirt which closes up the pores and thus causes many diseases.

Most diseases of the

اننا دائماً نمرق سواء كان ذلك
كثيراً أو قليلاً حتى في أثناء ابرد
يوم من الشتاء وعلى ذلك فان
الجلد يغطي برطوبة .

ولو ترك هذا وشانه فانه يمتزج
بالتراب وبسرعة تتكون طبقة من
الوسخ الذي يسد المسام ويسبب
امراضاً عديدة

واغلب الامراض الجلدية تنشأ

Lesson 13 الدرس الثالث عشر

استخدام الكلاب مكان البوليس

Dogs instead of Policemen

The Administration of Philadelphia employs dogs in search of drunkards as the St. Bernard Dogs are employed to search for those who are half dead by cold, in the Alps.

When the night comes, the dogs go out into the streets and lanes and when they perceive a drunkard lying on the ground, they return to the nearest police - man and guide him to the place where the drunkard is lying and stay with him until the policeman takes him away.

One of the characteristics of these dogs, is that they

تستخدم ادارة بوليس فلادلفيا
الكلاب للفتيش عن السكارى كما
تستخدم كلاب — سان برنار —
للفتيش عن الذين بهرؤهم البرد
في جبال القلبي

فاذا اقبل الليل خرجت الكلاب
الى الازقة والمنعطفات حتي اذا
عثرت بسكير مطروح على الارض
عادت الى اقرب شرطي (بوليس)
وجرته الى حيث السكير ملق ولا
تزال ملازمة له حتى يقلبه الشرطي
من مكانه .

ومن مزايا هذه الكلاب انها
تعلم بشبوب النار بقوة شهابها

had a beautiful wife, whom he loved so much that he could scarcely bear to have her out of his sight.

One day, when obliged to leave her, he purchased a parrot, which possessed the rare gift of telling every thing that was done in its presence.

The husband took it home in a cage, and begged his wife to keep it in her chamber, and take great care of it during his absence; after this he set out on his journey.

On his return he did not fail to interrogate the parrot on what had passed while he was away; and the bird related a few circumstances which occasioned the merchant to divorce his wife.

من تاجر التريسة له زوجة بارعة
في الجمال يحبها حبا جما حتى أنه
كان لا يقدر على تحمل مفارقتها
الا نادراً

فلما اضطر يوماً أن يفارقها
اشترى ببغاء له صفة نادرة الوجود
وهي الاخبار عن أي شيء يفعل
في حضوره

فاخذه في قفص الى بيته وترجى
قرينه بان يحفظه في غرفتها وتعتني
به اعتناء فائقاً أثناء غيابه . ثم
بعدئذ شرع في سفره .

وعند عودته لم يهمل في سؤال
الببغاء عما حدث في غيابه فقص
عليه الطائر ندباً من بعض
الحوادث التي ألزمت التاجر بان
يطلق امرأته

It has been renowned for its fertility from the earliest ages, and was long regarded as the granary of the Ancient World.

Even at the day its fertility is without a parallel in any region of like extent.

This fruitfulness is caused by the annual flood of the Nile.

Although there is little or no rain in Egypt, there are continuous and heavy rains at the sources of the river.

The cultivators of Egypt do not require to limit their labour to the production of a single crop, but raise annually as many as three crops, by the aid of artificial irrigation.

وهي كانت مشهورة قديما بحسن تربتها وخصوبتها حتى أنها كانت معتبرة في الاعصر الماضية مخزنا للعالم السالف

ولا يجارها في خصوبتها حتى يومنا هذا اقليم على سطح المعمورة

وتلك الخصوبة اكتسبتها من فيضان النيل السنوى

وايس ذلك الفيضان من امطار مصر الشحيحة بل من تلك الامطار الغزيرة المستمرة المطول عند منابع النيل

ولم يقتصر زراع مصر على زراعة محصول واحد بل يزرعون ثلاثا في السنة بمساعدة الري الصناعي.

Lesson 12 الدرس الثاني عشر

There lived once a good merchant of Tarbeïa, who

كان مرة يوجد رجل عظيم

The miser, on his next visit, found the hole empty, and began to tear his hair, and to make loud lamentation.

A neighbour, seeing him overcome with grief and learning the cause, said,

“Pray do not grieve so, but go and take a stone, and place it in the hole and fancy that the gold is still lying there.

It will do you just the same service for when the gold was there, you had it not, as you did not make the slightest use of it.”

فلما آب ذلك البخيل لزيارتها وجد الموضع خاويا خاليا فأخذ في تمزيق شعره وناح نوح رثاء عظيم .

فلما رآه أحد مجاوريه مستوليا عليه الحزن وكان عالما بمكنون حاله قال له دعك والترح الشديد فخذ حجراً وضعه في الجحر وتوهم بأن الثبر لا يزال في موضعه كما كان .

فإن الحجر يسد مسد النطمة الذهبية التي لما كانت في موضعها كنت محروما منها لكنك لا ياها دون الانتفاع بها .

Lesson 11 الدرس الحادى عشر

The whole of the cultivable soil of Egypt, with the exception of the oases of the desert, consists of the meadow lands on both banks of the Nile.

تحتوى جميع الأراضى المزروعة المصرية ما عدا الواحات الصحراوية على أراض خصبة ممتدة على شاطئى النيل .

what the birds were doing,

"Let me see what you have painted, taked away this curtain which hides your picture."

He, however, soon discovered his mistake, for what he thought was a real curtain was only the picture of a curtain.

الذي رأى بعينيه رأيه ما فعلته
الطيور أراني ما نقشت فأجابته الآخر
أرفع تلك الستار التي حجبت
صورتك

الا انه ادرك زلته سرديا لان
ما خالها ستارا حقيقية لم تكن الا
صورة ستار

Lesson 10 الدرس العاشر

A miser sold all that he had, and bought a lump of gold which he took and buried in a hole in the ground by the side of an old wall, and went daily to look at it.

One of his workmen, observing his frequent visits to the spot, watched his movements, discovered the secret of the hidden treasure and digging down, came to the lump of gold, and stole it.

باع بخيل كل ما ملك يده
واشترى قطعة من النضار (الذهب)
حيث دفنها في موضع مخنور في
أديم الارض بالقرب من حائط
قديم وكان يذهب اليها يوميا
لمشاهدتها

فلاحظ أحد عماله (صبيانه)
وزاراته العديدة الى تلك البقعة وظل
يراقب حر كاته و-كثاته حتى علم
مخبر ذلك الكنز الخفي فنقب عنه
حتى عثر على تلك القطعة العجيبة
ومن ثم كانت القاضيه على ضياعها

After returning, he was speaking with a friend of his about the wonders that he saw.

"I was much astonished at the intelligence of the children", said he.

"Boys and girls who are seven or eight years old, speak French as easily as our children speak English" !

Lesson 9

There was in ancient times two famous painters, each of whom claimed to be a greater painter than the other.

One of them painted clusters of grapes which looked so natural that the birds came and picked at them.

The painter was so proud of his work that he said to his rival who saw

باريس

وبعد رجوعه كان يتحدث مع
بعض أصدقائه بخصوص الغرائب
التي نظرها .

فقال أنى دهشت كثيراً من
تباهه الاطفال — فالاولاد والبنات
فى السابعة أو الثامنة يتكلمون
الفرنسية بكل سهولة كما يتكلم
الانجليزية اطفال هذه المملكة

الدرس التاسع

كان يوجد فى الحقبان الفارطة
فنانان طائرا الصيت ادعى احدهما
أنه امهر من الآخر فى صناعة
النقش

فنقش احدهما نايقيد غيب تكاد
ان تكون حقيقية حتى ان الطيور
حاتت حولها لكي تلتقطها

ولذلك صار ناقشها متفاخرا
معجبا بصناعته حتى انه قال لمناظره

larger piece from him.

منه قطعة

He thus lost both, that which he grasped at in the water because it was a shadow, and his own, because the stream swept it away.

ففقدا القطعتين : الاولى التي طمع في أخذها من الماء حيث لم تكن الا خيالا والثانية التي حوزها النهر

Lesson 7 الدرس السابع

A young boy went for a walk in a garden, where he saw an apple on a tree.

As he desired to have it, he tried many times to pick it, but it was in vain.

When he despaired of getting it a man came to him and cut off the apple by means of a sharp knife and gave it to the boy.

خرج ولد صغير يتنزه في بستان فوجد تماحة على شجرة فاشتت نفسه ان تكون له . فحاول مراراً ان يقطعها فلم ينجح

ولما استولى عليه اليأس جاءه رجل وأخذ سكيناً حاداً وقطع التماحة وأعطاهما للولد

Lesson 8 الدرس الثامن

انجليزي جاهل

An ignorant Englishman

Once an ignorant Englishman visited Paris.

زار أحد جهلاء الانجليز مرة مدينة

We use the flesh of some of them for eating and others for riding and carrying our burdens.

They protect themselves against their enemies, by means of their horns which resemble weapons. As they eat grass, the Wisdom of God created for them wide mouths, sharp teeth and rigid grinders in order to grind seeds and kernels.

وجعل الله قرنها سلاحاً لتأمن
به من الاعداء ولما كان مأكلاً لها
الحشيش اقتضت الحكمة الالهية
ان تجعل لها افواها واسمة واسنانا
حداداً واضراساً صلاباً لتطحن
به الحب والذوى

Lesson 6 الدرس السادس

A dog, crossing a bridge over a stream with a piece of flesh in its mouth saw his own shadow in the water, and took it for that of another dog, with a piece of meat double his own in size.

He, therefore, let go his own and fiercely attacked the other dog to get the

عبر كلب جسرأ (قنطرة) وفي
فه قطعة لحم فرأى خياله في الماء
فظنه عبثاً انه كلب آخر معه قطعة
لحم ضعف قطعتة

فعلى ذلك ترك قطعتة وهجم
بعتف على الكلب الآخر ليأخذ

to make them dry and free from moisture. Finally the texture is ready for making clothes; but it is not as durable as the texture of natural cotton.

القطن الطيبي •

Lesson 5 الدرس الخامس

Camels, cows and sheep are of the cattle tribe. They are easy to be led and very useful,

النعم وهي تشمل الابل والبقر والغنم وهي جزيلة انفاذة سهلة الاتقياد ليس لها شراسة الدواب ولا نفرة السباع •

They have no obstinacy or beasts' shyness. As they are very useful to man, God created for them weapons, such as teeth and claws of beasts, and the fangs and stings of insects.

ولشدة حاجة الناس اليها خلق الله لها سلاحا شديدا كانياب السباع وبرائنها وانياب الحشرات وابرها وجمل من شأنها الثبات والصبر على التعب والجوع والعطش

Steadiness and patience are their natural character and to endure hunger, thirst and trouble.

The Almighty created them so timid that they can be easily led.

وخلقتها ذلولا تقاد بالايدي فتمها ركوبهم ومنها يأكلون •

should guide them to do good but not to do evil," said the fox to the wolf.

الى فعل الخير لا الى فعل الشر

Lesson 4 الدرس الرابع

في القطن الصناعي

Artificial Cotton

Cotton is made in Europe of a special wood of some trees. After the knots, the bark of the branches and the trunk have been taken away they are heated by means of steam and a special solution is added to it.

When it is bleached and made soft, it is pressed, rubbed and heated again. At length, it is immersed into another solution; but after it passes through several processes, it will be changed into thin threads. These threads are gummed, and put between two rollers in order

يصنع القطن في أوروبا من خشب نوع من الأشجار وذلك أنه ينزع من أغصان الشجرة وجزءها ما فيها من اللحاء والعقل ثم تحمي بالبخار ويضاف إليها محلول مخصوص حتى تلبين وتبيض ثم تضغط وتذلك وتحمي أيضاً .

وأخيراً تنغمس في محلول ثان وتتناب في حالات كثيرة حتى تخرج نهائياً خيوطاً فتصنع وتوضع بين اسطوانتين اجنفت وتصبح نسيجاً يصلح لعمل الملابس ولكنه لا يكون متيناً كنسيج

should rather remain
blind in one eye and keep
the other twenty five.

أفترط في الخمسة وعشرين جنبها
الأخرى

Lesson 3

الدرس الثالث

A lion having fallen ill,
all the beasts visited him
except the fox.

مرض اسد فعماره جميع الوحوش
ما خلا الثعلب

The wolf spoke against
him to the lion.

فوشى به الذئب فقال المازر
(الاسد) اذا حضر فاعلمنى

"When he comes, please
let me know," replied
the lion.

As soon as the fox came
the lion rebuked him. "I
was in search of some
medicine for you" ! said
the fox to the lion.

فبهجر دحضوره عاتبه الغضنفر
(الاسد) على ذاك فقال له الثعلب
انى كنت فى طلب الدواء لك
فقال السبع وأي شيء اصببت فقال
عليك ان تساخ جلد ذئب حي
وتلفه حولك وهو دافىء

"What did you find" ?
asked the lion.

"You must flay a wolf
alive and wrap yourself
with its skin while it is
warm," answered the fox.

Very soon, the lion
sprang upon the wolf and
flayed him. "If you keep
the company of kings, you

فوثب الاسد على الذئب وساخ
جلده فقال الثعلب للذئب اذا
جالست الملوك فعليك ان تدفمهم

The doctor said that he could restore his eye-sight by means of an operation and that his fee would be fifty pounds.

The miser endeavoured to get him to reduce the sum, but the doctor was firm and the miser had to agree to pay it.

The next day, the doctor set work and performed the operation with success.

The patient over-joyed cried out that he could see quite well.

"Now," said the oculist, "Let us proceed with the other eye."

"The other eye," rejoined the miser, "What is the use?" "I can see quite well now, and as you charge fifty pounds for the entire operation, here are twenty five pounds. I

قائماً الرمدى بأنه يستطيع
ود بصره بعملية جراحية ويأخذ
مظير أتعابه خمسين جنياً .

فدعى البخيل في تنقيص شيء
من هذا المبلغ بيد أن الرمدى
أصر على قوله وأخيراً قبل الرجل
أن يدفع المبلغ مكرهاً

وفي اليوم التالي شرع الطبيب
في إجراء العملية فأكملها بنجاح بأمر

فصقق المريض فرحاً وصاح بان
بصره غداً حديداً

وعليه أعلمه الطبيب بأنه سيشرع
في معالجة العين الأخرى فدهش
البخيل قائلاً العين الأخرى . وما
منفعتها ؟ لقد غدويت أبصر
الآن تماماً وحيث أنك أيها الرمدى
ستأخذ على كل العملية خمسين جنياً
ها أنا أعطيك خمسا وعشرين منها
بفضل أن أبصر بهين واحدة ولا

SABRY'S GIFTS

(For use in Egyptian Schools)

COMPILED BY

Moustapha Sabry

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Lesson 1 الدرس الاول

Man must be always virtuous, that is whether in adversity or prosperity and at all times virtuous that is in his going out and coming in, his rising up and his lying down, and by day and night; he will then be ever happy, that is in this life and the life to come.

يجب على الانسان ان يكون دائماً براً صالحاً في حالتي السراء والضراء ويقتضى له ان يتصف بالقوى والصلاح في أوقات مجيئته وروحائه وقيامه وتعوده سواء كانت نهائراً أو ليلاً ومتى عمل ذلك فإنه يتمتع بالسرور السرمدي في دارى الدنيا والآخرة،

Lesson 2 الدرس الثانى

A certain rich miser who had turned blind, probably, with gazing at his money went to consult a celebrated doctor.

كف بصر أحد المومنين البخلاء وربما كان ذلك ناشئاً من تعلقه الى دراهمه فذهب ليستشير مدياً بطائر الصيت .



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

نال كتابي الجزء الاول من (المواهب الصبرية) قبولاً عظيماً من
حضرات نظاروتلاميذ المدارس الابتدائية لوضعه طبق آخر بروجرام
نظارة المعارف العمومية حتى نفدت بضعة آلاف نسخة في شهور قليلة
وقد زادوني تشجيعاً بعباراتهم المريحة : الدالة على تقديرهم لعملي حق
قدره . ثم طلبوا من الضميف انه يبر بوعده باصدار (الجزء الثاني)
كي ينتفع به تلاميذ المدارس الابتدائية والتجهيزية على السواء فاخرجته
كما ترى حيث لا يستغنى عنه كل مشغل يتعلم اللغة الانكليزية ولعل
اكون قد توفقت بعنايته الصمدانية الى وضعه وفق الطلب ، لينال قبولاً
من عشاق الادب ، الذين اشرقت على صروحهم مدينة العرب ، والله
اسأل ان ينفع به الاخوان ، ويوفقني الي خدمة الوطن في كل آن .

مصطفى صبرى

المقدي بالارواح والنشب فك

INTRODUCTION.

My first book « Sabry's English Vocabulary, » was received with great pleasure by the Heads and Candidates of Primary Schools, for it was conformed to the recent syllabus of the Ministry of Education.

Several thousands of its copies had been distributed in a few months; they are now out of print.

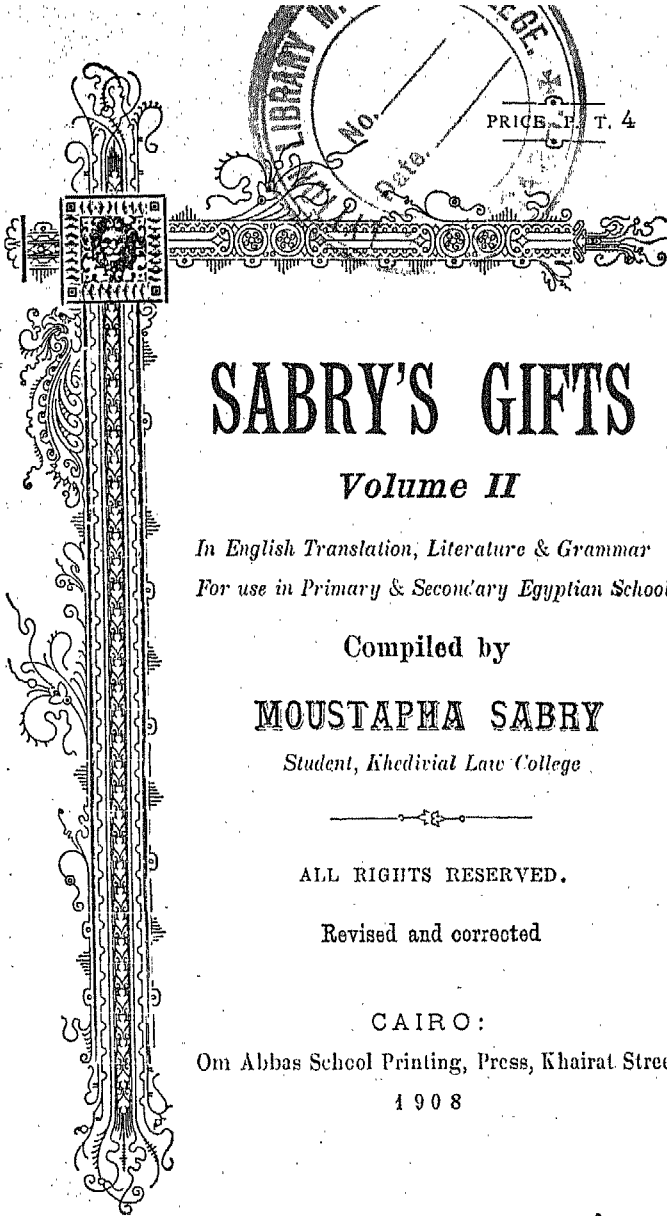
.They encouraged me by their soft words and kind sentiments which reveal their considerations of my work; furthermore, they asked me to fulfil my promise by issuing the Second Volume of "Sabry's Gifts," for use in both Primary and Secondary Schools.

This Volume, I suppose, is so indispensable for the public use that no Egyptian English learner can do without it.

I hope it will be quite satisfactory and useful, especially, for the youths of my country, so that it may be accepted with the expected cheerfulness of the lovers of literature whose abodes are offshoots of the ancient Arab civilisation.

Finally I ask the Almighty to guide me always to serve my beloved country for which all lives and money shall be sacrificed for her prosperity.

Konstapha Sabry



SABRY'S GIFTS

Volume II

*In English Translation, Literature & Grammar
For use in Primary & Secondary Egyptian Schools*

Compiled by

MOUSTAPHA SABRY

Student, Khedivial Law College

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CAIRO:

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